

RAFT

Unit Examples

RAFT

- Students develop a product – often a writing sample but not always
- Requires the student to assume a new point of view
- Engages higher order thinking by requiring to use learned information instead of simply regurgitating it

Blackline Master 17:

Checklist for Creating a RAFT Project

- ☐ Identify the KUDos—What do you want the student(s) to know, understand, and be able to do as a result of completing the RAFT project?
- ☐ Brainstorm a variety of projects the student(s) could complete (these will become the formats).
- ☐ Eliminate the tasks that will not lead the student(s) to what you want them to know, understand, and be able to do.
- ☐ Brainstorm roles, audiences, and topics for each format. Aim for things that would be interesting and engaging for students.
- ☐ Determine how the project(s) will be evaluated.

RAFT

	Role	Audience	Format (limitless!!)	Topic
What is it	Students assume a role that is related in some manner to the task.	Students create the product for an identified person, group, object, etc.	Refers to type of product that will be used to explain the topic to the audience	Refers to the subject or often the title of the piece of work
Examples	<ul style="list-style-type: none"> •Self •Character •Real-world worker •Inanimate object •Equation or formula •Place •Idea 	<ul style="list-style-type: none"> •Self •Classmates •Parents •Animals •Inanimate object •Interest Group •Persons of an era 	<ul style="list-style-type: none"> •Song •Rap •Diary entry •Letter •Chart •Flowchart •Poem •Map •Story •Model •Dramatization 	<ul style="list-style-type: none"> •An attention grabbing or humorous subject related to the role and audience

Primary Science

Plant Parts

- Know:
 - Parts of a plant: root, stem, leaf, flower, seed
 - Plant needs: light, water, air, soil, food
- Understand:
 - Plants have needs that must be met in order for them to survive.
 - Each plant part has a job to do that helps the whole plant.
 - If one plant part can't do its job, the whole plant suffers.
- Do:
 - Identify and describe the plant parts
 - Explain the role of each plant part in meeting the plant's needs
 - Work independently
 - Work collaboratively
 - Draw Conclusions



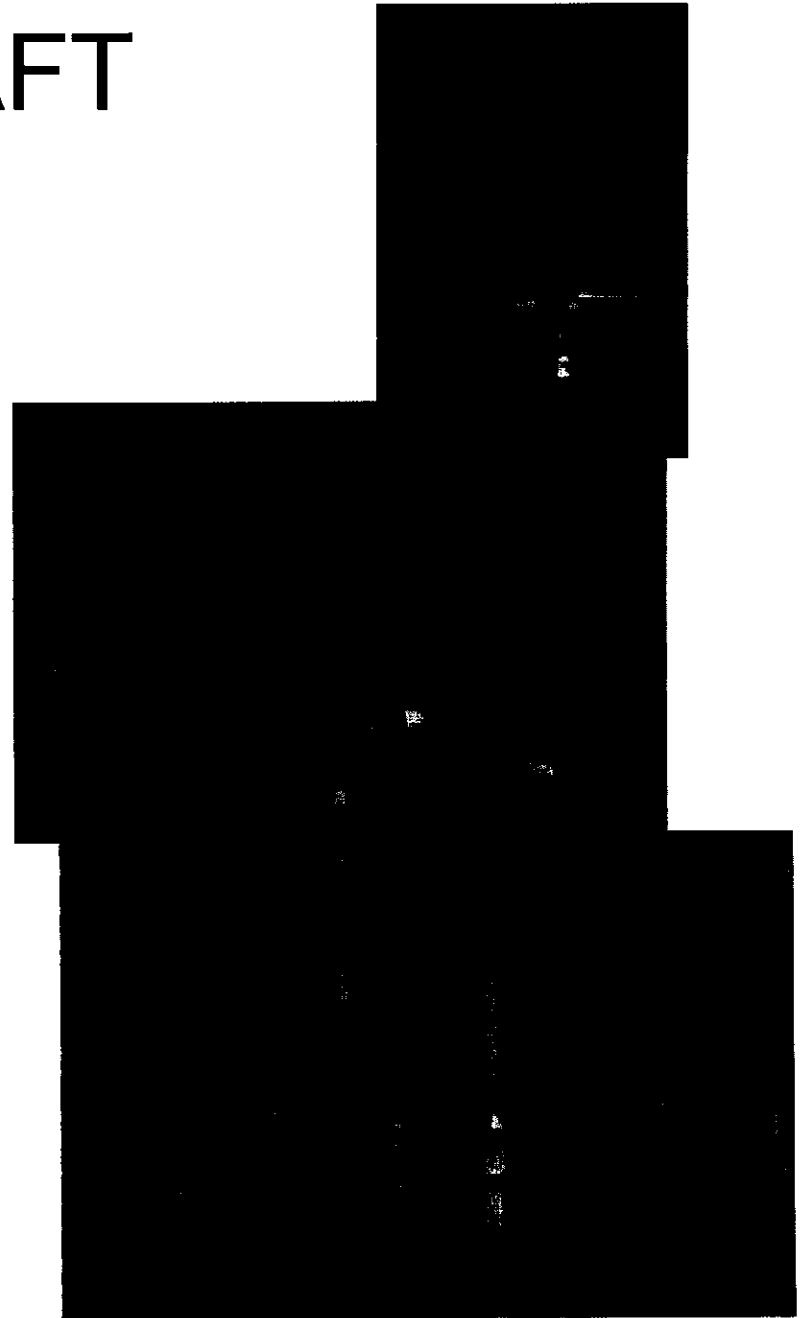
Plant Raft

- The teacher assigns a RAFT task to each student based on interest and/or learning profile. Students work alone to complete their task.
- Students review one another's work and make suggestions for improvement.
- Teacher checks each student's work for accuracy and quality.
- When students are ready, the teacher forms groups of students, making sure each RAFT role is represented in each group.

ROLE	AUDIENCE	FORMAT	TOPIC
Plant parts	Plant needs	Picture	We're made for each other
Roots	Stem, Leaf, Flower & Seeds	Letter	You'd be lost without me
Flower	Stem, Leaf, Seeds, and Roots	Ad	I'm more than just a pretty face
Seeds	Flower, Leaf, Stem, Roots	Song or Poem	Here's where you got your start
Stem	Flower, Leaf, Seeds, Roots	Chart	Why you can't do without me
Leaf	Stem, Seeds, Flower, Roots	2 Riddles	Why I'm important to you

Plant RAFT

- After completing the RAFT, students meet in teacher-assigned table groups of 6.
- Each group has a leader or guide.
- Students share their RAFT work.
- As a group, they respond to this prompt:
 - Draw or build something to prove that a plant is well made to have all its needs met.
 - Use words to explain.
 - Everyone in your group should be ready to tell the class about your ideas.



RAFT EXAMPLE

This RAFT is designed to be used by student in a second grade class as they are learning about endangered and extinct animals in science and natural resources in social studies. Students have been studying both topics for a number of days before they do the RAFT. The activity serves as a culmination to this period of study.

Know:

- Basic needs of plants and animals
- The role of natural resources in lives of people and animals

Understand:

- Our actions affect the balance of life on Earth.
- Animals become endangered or extinct when natural

resources they need are damaged or limited.

- Natural resources are not unlimited and must be used wisely.

Be Able To:

- Identify causes of problems with misuse of natural resources.
- Propose a useful solution to the problems.

ROLE	AUDIENCE	FORMAT	TOPIC
The Earth	Aliens who might want to live on earth	A written set of rules with reasons	What you need to know and do if you want to live here
An endangered animal	Humans	A poster with an exhibit card to explain it	Why I need you and you can help save me
A natural resource	Our class	A speech	What people need to know about using us well and why that matters

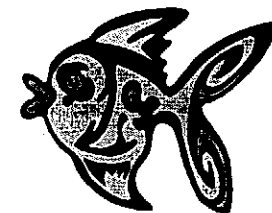
RAFT ACTIVITY ON FRACTIONS

Role	Audience	Format	Topic
Fraction	Whole Number	Petitions	To be considered Part of the Family
Improper Fraction	Mixed Numbers	Reconciliation Letter	Were More Alike than Different
A Simplified Fraction	A Non-Simplified Fraction	Public Service Announcement	A Case for Simplicity
Greatest Common Factor	Common Factor	Nursery Rhyme	I'm the Greatest!
Equivalent Fractions	Non Equivalent	Personal Ad	How to Find Your Soul Mate
Least Common Factor	Multiple Sets of Numbers	Recipe	The Smaller the Better
Like Denominators in an Additional Problem	Unlike Denominators in an Addition Problem	Application form	To Become A Like Denominator
A Mixed Number that Needs to be Renamed to Subtract	5 th Grade Math Students	Riddle	What's My New Name
Like Denominators in a Subtraction Problem	Unlike Denominators in a Subtraction Problem	Story Board	How to Become a Like Denominator
Fraction	Baker	Directions	To Double the Recipe
Estimated Sum	Fractions/Mixed Numbers	Advice Column	To Become Well Rounded



RAFT ACTIVITIES

Role	Audience	Format	Topic
Fraction	Whole Number	Invitation to a family reunion	Here's how we are related
Equivalent Fraction	Boys-Men	Model	All pizza is created equal
Fractions & Mixed Numbers	Middle Schoolers	Persuasive Letter	You can't live without us
Improper Fractions	Mixed Numbers	Ad for a circus	What is my value in the balancing act?
Dinner for 2	Family of 4	Recipe	Yours, Mine & Ours
Mixed number Subtrahend	Mixed number minuend w/ Regrouping	Song	You can't take that away from me



Parts of Speech

ROLE	AUDIENCE	FORMAT	TOPIC
SUBJECT	ATHLETICS AWARD DINNER	ACCEPTANCE SPEECH	It's all about me!
PREDICATE	"TOP 40" MUSIC RADIO LISTENERS	SONG	All things revolve around me
DIRECT OBJECT	MIDDLE SCHOOLERS	POEM	"To be acted upon"
INDIRECT OBJECT	WRITERS	ONE PAGE WRITTEN ARGUMENT	No one understands me!

Name:_____ Period:_____ Date:_____

Partner's Names:_____

Due Date:_____

Astronomy Rafts

For this assignment you and your partners will choose one of the following assignments. You will work with your partners to create a story that follows the topic and format. All topics can be found in your textbook but a minimum of two other sources is required. Choose your assignments wisely and be very creative. Students will also be responsible for presenting their assignments to the class in a 3 – 8 minute presentation.

Role	Audience	Format	Topic
Supergiant Star	Younger star	Dialog	A look back at my life
Moon	Astronauts	Advice column	What to expect with your visit
A galaxy	neighboring galaxies	Letter of Concern	We are growing apart
A Planet	protoplanets	Motivational Speaker	You too can be a strong, independent Planet
Earth	Sun and other planets	Ricki Lake Show	No I am the Center
Sun Tour Guide	Sun Tourists	Tour guide dialog	Add some heat to your life
Galaxy	Other galaxies	Letter to the Editor	What is this redshift trying to prove
Pluto	other planets	Petition	Why should I be a planet or moon

**** Other ideas may be used also. Any other idea besides the listed topics must be approved by Miss Wall. Think creativity!

Rubric for Astronomy Rafts

Creativity: Be as creative as possible when presenting to the class. This creativity can range from dialogue, costumes, props, and/or diagrams. Use all creative skills! The more unique, the better.

10 points

Neatness: Your presentation should be well organized and neatness is a must for any props or posters.

10 points

Presentation: Your presentation must be organized and well prepared. Practice is a must. The presentation must be between 3 to 8 minutes. Everyone in the group must speak and have an active roll in the presentation.

10 points

Quality of Information: All facts and information in the presentation and summary must be accurate. All information must come from adequate sources which will be listed on a reference page.

10 points

Typed Summary: This summary should display all topics discussed in the presentation. This summary must be at least one page typed. Points will be deducted for spelling and grammar errors.

10 points

Peer evaluation: The peer evaluation must be completed by each member of the group. This form should be completed honestly. Only the teacher will be viewing these evaluations.

5 points

References: The reference page should be typed and should include all sources that were used to gather information on your subject.

5 points

Total Points Available: 60 Points

Grade 6
Social Studies RAFT

The Feudal System

Students will

Know:

Names and roles of groups in the feudal class system.

Understand:

Roles in the feudal system were interdependent. A person's role in the feudal system will shape his/her perspective on events.

Be Able to Do:

Research

See events through varied perspectives

Share research & perspectives with peers

Feudal Pyramid RAFT

Role	Audience	Format	Topic
King	The Subjects	Proclamation	Read My Lips, New Taxes
Knight	Squire	Job Description	Chivalry, Is it for you?
Lord	King	Contract	Let's Make a Deal
Serf	Animals	Lament Poem	My So Called Life
Monk	Masses	Illuminated Manuscript	Do As I Say, Not as I Do
Lady	Pages	Song	ABC, 123

Following the RAFT activity, students will share their research and perspectives in mixed role groups of approximately five. Groups will have a “discussion agenda” to guide their conversation.

Kathryn Scaman



High School History



This standards-based RAFT guides students in examining the impact of leaders' actions and decisions. Prior to implementation the RAFT, students will have read and discussed a number of primary and secondary documents on events surrounding the Cuban Missile Crisis. They will also have learned and discussed the ideologies of capitalism and communism. Primary Resource documents and other Cold War resources can be found at <http://www.cnn.com/SPECIAL/cold.war>

AS A RESULT OF THE LESSON, STUDENTS SHOULD:

KNOW

President John Kennedy, Nikita Khrushchev, Fidel Castro, Cold War, Ex Comm, U2 plane,
key events in the Cold War,

UNDERSTAND THAT

Political leaders' actions and decisions can be driven by a desire to propagate national ideologies.

Desire to propagate national ideologies can override reason and logic.

BE ABLE TO:

Use information to write from a non-personal perspective.

Analyze and account for differing perspectives.

Discuss and reach consensus on important topics.



RAFT For the Cuban Missile Crisis



President Kennedy	His children	Journal entry	"I must confide my true thoughts about that fateful week in Oct.
A fly on the wall at the ExComm meeting	The American Public Oct. 29th, 1962	Editorial	"The weight of the world was so heavy in the room that I could hardly fly"
President Nikita Khrushchev	Leonid Brezhnev	Private Conservation Oct. 29th	"Did I just break the back of my communist empire Leonid?"
Pilot U2 Plane	Head of Command	Radio Transmission	"That's correct sir, nuclear warheads! What should I do?"
Historian	College Class	Lecture	"What if Maxwell Taylor's position won?"
Anati Dobrynin	Members of the Russian government	Debriefing	"How did the world come so close?"
Fidel Castro	To his people	Propaganda Speech Oct 13th	"We will not be American pawns!"



High School History



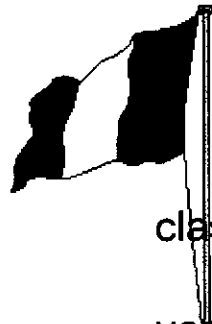
To ensure that all students work with the range of ideological perspectives, students will participate in the following activities after the RAFT.

Two Stage Round Table: Students will work in two groups. In the first, they will develop an argument for the actions of either a communist or capitalist nation during the Cold War. They will then move to a group in which ideologies are represented to hear and respond to both perspectives.

Consensus Building: the whole class will listen to a representative presentation on each ideology. The teacher will then lead the class in a consensus building activity to determine whether the conclusion to the missile crisis was an effective/appropriate conclusion.

Advisory Letter to Heads of Nations: For homework, students will individually develop a statement to the United Nations advising leaders on ways to handle potential conflicts based on ideological differences. The statements will be based on research and discussions.

Meegan Snyder, 2003



Secondary RAFT Example



This RAFT is designed to be used by students in a French class as they are developing the basic structure of the language and basic vocabulary sets. Of particular

RAFT Goals

Students Should Know interest, here are present tense verbs and vocabulary centered around leisure activities Understand

• Names of French speaking countries

• A country's geography affects •

Research a French speaking country

• Basic geographic features of those countries to determine its basic geography

how its people spend their leisure

• Conjugation of present tense verbs

time •

Predict leisure activities people in a

• Vocabulary for leisure time activities information about

• Communicate

leisure activities in

French

LEISURE ACTIVITIES RAFT

Directions: First select a French speaking country from the list on the boards. Next, use research materials on the bookshelf, internet, and in our textbook to find information on the geography of that country. Get as much information about the country's geography as you can find. For example: what is

the temperature like in the various seasons, does it have lakes, are parts of it bordered by oceans, are there mountains, what resources are in the country that might affect leisure, is

ROLE	AUDIENCE	FORMAT	TOPIC
Student	Self	Packing List with notes	Here's what I need on my vacation and why
Native of the Country	A visiting athlete	Map with symbols	Here's what to look for & do on your vacation here
Tourist	Family at home	Series of Post Cards	Please send my . . . because
Native of the Country	Visitors on Vacation	List of Dos and Don'ts	When in Rome . . .
Hiker or Driver	Roads	Magazine Interview	Where are you taking me?
Bureau of Tourism	Potential Inhabitants	Travel Posters with Narration	You'll enjoy our best features!
Radio Announcer	Listener	Announcer	Come share the wonder
← Fill in your choice here. →		← Check with the teacher for approval. Developed by and reprinted with permission of Cindy Strickland.	

RAFT Assignments

Grade 10 English

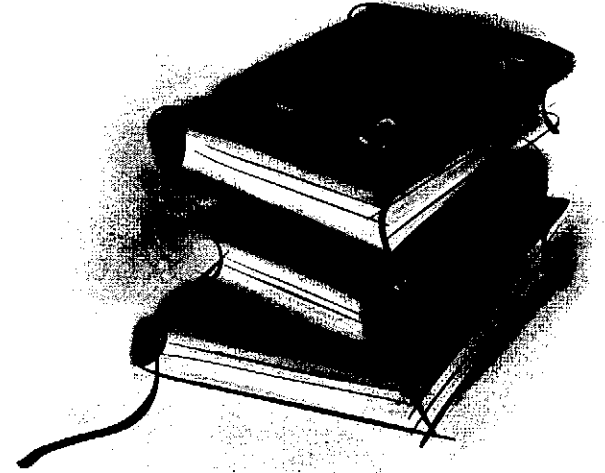
Know: Voice, Tone, Style

Understand:

- Every writer has a voice
- Voice is shaped by life experiences and reflects the w
- Voice shapes expression
- Voice affects communication
- Voice and style are related

Be Able to Do:

- Describe a writers voice and style
- Mimic a writer's voice and style
- Create a piece of writing that reflects a writer's voice and style



Role	Audience	Format	Topic
Edgar Allen Poe	10th grade writers	Letter	Here's how I found my voice
Garrison Keillor	10th grade writers	E mail	Here's how I found my voice
Emily Dickinson	Self	Diary entry	Looking for my voice
10th grader	English teacher	Formal request	Please help me find my voice
Teacher	10th graders	Interior monologue	Finding a balance between voice and expectations
3 authors	The public	Visual symbols/logos	Here's what represents my voice
3 authors from different genre	One another	annotated Conversation	What shaped my voice and style

RAFT Assignment: "Southern Cop" by Sterling A. Brown

High School English: Stylistic Elements & Meaning

Know

- Simile, metaphor, repetition, syntax, diction

Understand

- Authors use stylistic elements to create tone
- Authors use stylistic elements to create point of view
- Tone and point of view are related
- Parallelism affects tone and meaning

Do

- Analyze the importance of stylistic elements
- Show how style affects tone and point of view in this poem
- Discuss relationship of style to meaning
- Analyze the style of another poem and explain how it contributes to the meaning

To determine the RAFT task, the students will draw letters that correspond to a specific role. They are required to use specific stylistic elements for each format. Upon completion, the students will be put into groups comprised of the six roles. Discussion will center on how each point of view affects the meaning and how the particular stylistic element they used contributes to the meaning.

Candy Krueger
Timberline High School
Boise, ID

Southern Cop

Sterling A. Brown

Let us forgive Ty Kendriks
The place was Darktown. He was young.
His nerves were jittery. The day was hot.
The Negro ran out of the alley.
An so he shot.

Let us understand Ty Kendricks.
The Negro must have been dangerous,
Because he ran;
And here was a rookie with a chance
To prove himself a man.

Let us condone Ty Kendricks
If we cannot decorate.
When he found what the Negro was running for,
It was too late;
And al we can say for the Negro is
It was unfortunate.

Let us pity Ty Kendricks,
He has been through enough,
Standing there alone,
Having to hear the wenches wail
And the dying Negro to moan.

ROLE	AUDIENCE	FORMAT	TOPIC
TV new reporter	Public	News article [syntax]	"Police shooting under investigation"
National Enquirer Reporter	Public	Front page article [simile, metaphor]	"Cop shoots defenseless man"
Southern cop	Police chief	Incident report [repetition]	"On the night of August 14..."
Ty Kendricks	His children	List-words of advice [parallelism]	"Be careful of..."
Abolitionist	Town meeting	Speech [simile, parallelism]	"Once again injustice reigns.."
Passer-by	Friend	Letter [syntax, diction]	"You won't believe what I saw"

Candy Krueger
Timberline High School
Boise, ID

Tom Sawyer's R.A.F.T.

Overview

This RAFT is designed for use by students^(Page 1) when they have finished reading the novel, *Tom Sawyer*, by Mark Twain. The RAFT synthesizes the unit's exploration of characterization and allows students to "step into the skin" of one of the supporting characters to get a look at the protagonist from his/her perspective. A final jigsaw activity allows students to view Tom from multiple perspectives in order to reinforce the unit's essential understandings (students share their RAFTs in mixed groups and complete a synthesis writing piece in which they draw conclusions about Tom based on all perspectives aired in the group).

Raft Goals

Students should KNOW...

- The definition of characterization
- The six supporting characters' relationships with Tom Sawyer

Students should UNDERSTAND that...

- Individuals have their own unique perspectives determined by their experiences and relationships.
- In order to gain a true understanding of a person or event, multiple perspectives must be considered.

Students should BE ABLE TO...

- Assume the voice of a supporting character
- Characterize Tom Sawyer using the methods discussed in class
- Draw conclusions synthesizing multiple and varied perspectives

Tom Sawyer's R.A.F.T.

(Page 2)

Differentiation: This RAFT is differentiated according to **readiness** and **interest**.

Readiness:

- The first three strips should be given to more advanced students, as these three options are more conceptual.
 - The roles and topics represent less accessible points of view and are designed for student who are ready to tackle the novel at a more abstract level and/or
 - The formats are designed for students who are reading and writing on or above grade level (and are thus able to handle more complex modes of expression).
- The second three "strips" offer options that are simpler and more straightforward.
 - The roles and topics represent more accessible views and are designed for students who understand the novel at a more basic level, and/or
 - The formats are accessible for students who are struggling readers/writers.

Interest: Each student has three options from which to choose, so he/she can select a "strip" that appeals to them in some way (affinity with a character, interest/talent in the format's expression, interest in

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Directions:

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- Circle the ROLE that you plan to pursue, and clear it with your teacher before you begin working. Use your text to help you.

ROLE	AUDIENCE	FORMAT	TOPIC
Sid	Aunt Polly	Affidavit	Why Tom should get a lickin’
Huck	Self	Poem or Song	Who am I without my friend, Tom?
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Authors: Kristina Doubet, Marla Capper, and Christie Reed - 2003

Angle Relationship RAFT

Role	Audience	Format	Topic
One vertical angle	Opposite vertical angle	Poem	It's like looking in a mirror
Interior (exterior) angle	Alternate interior (exterior) angle	Invitation to a family reunion	My separated twin
Acute angle	Missing angle	Wanted poster	Wanted: My complement
An angle less than 180°	Supplementary angle	Persuasive speech	Together, we're a straight angle
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Algebra RAFT

Role	Audience	Format	Topic
Coefficient	Variable	Email	We belong together
Scale / Balance	Students	Advice column	Keep me in mind when solving an equation
Variable	Humans	Monologue	All that I can be
Variable	Algebra students	Instruction manual	How and why to isolate me
Algebra	Public	Passionate plea	Why you really do need me!

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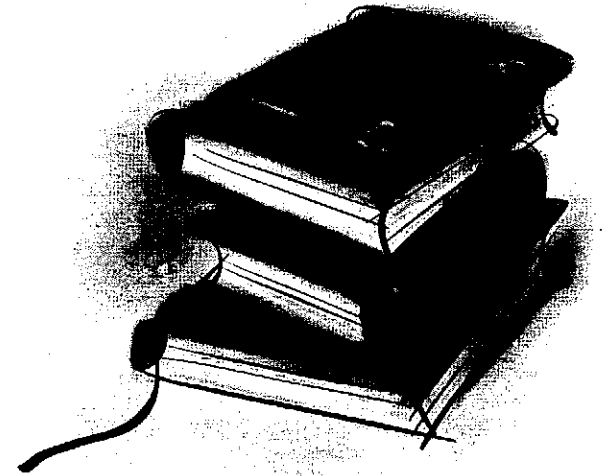
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If we cannot decorate.
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And al we can say for the Negro is
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Standing there alone,
Having to hear the wenches wail
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AP Statistics RAFT

Characteristics of Discrete and Continuous Random Variables

Know:

Definitions of discrete and continuous random variables

What graphs of discrete and continuous random variables look like

Understand:

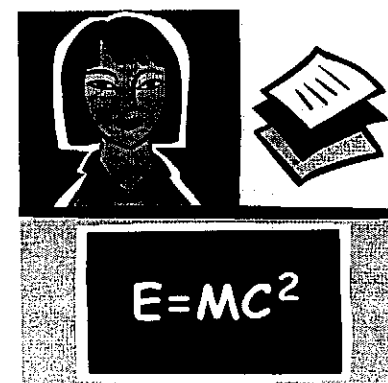
Discrete and continuous random variables have distinct, identifiable attributes.

Be Able to Do:

Look at a graph and identify whether it represents discrete or continuous random variables

Interpret a word problem to determine whether it involves discrete or continuous random variables

Draw a probability histogram of discrete and continuous random variables

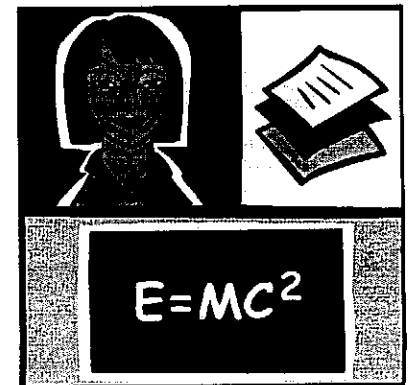


Directions for the Stats RAFT ACTIVITY

Students will pick one of four RAFT groups located in the four corners of the room, with the understanding that the groups must have equal numbers of participants.

Students will work with their groups for 30 minutes to develop their RAFT assignment. During the last 15 minutes of class, students will meet in groups of 4 that contain a representative of each of the RAFT strips to present their work and see the other formats (2-3 minutes each).

The teacher will move around the class and may select one example of each strip for presentation at the beginning of the next day's class.



The Stats RAFT Activity

$$\begin{array}{r}
 1\frac{1}{2} = \frac{3}{2} \\
 7\frac{1}{8} = \frac{57}{8} \\
 + 9\frac{1}{4} = \frac{37}{4} \\
 \hline
 17\frac{1}{8} = \frac{137}{8} \\
 12\frac{1}{2} = \frac{25}{2} \\
 \hline
 21\frac{1}{4} = \frac{85}{4}
 \end{array}$$

Role	Audience	Format	Topic
Recruiter for continuous random variables	Discrete random variables	Persuasive campaign to join continuous RV	Why it's worth your while to become a continuous RV
Recruiter for discrete random variables	Continuous random variables	Persuasive campaign to join discrete RV	Why it's worth your while to become a discrete RV
Bounty Hunter	Variable population	Wanted posters for discrete and continuous random variables	Here's what to look for
Designer	AP Stats Students	A design representing discrete and continuous random variables	Here's the plan

Kathie Emerson, Timberline High School, Boise, ID

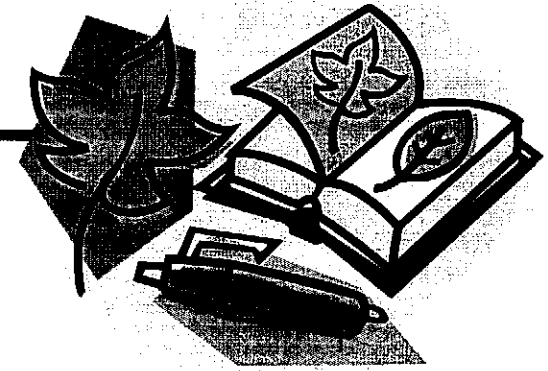
Indicator Raft

ROLE	AUDIENCE	FORMAT	TOPIC
Benedict's Solution	Simple Sugar	Song	I'm Blue Without You
Phenolphthalein	Base	E-mail	I'm tickled Pink
Indolphenol	An Orange	Dialogue	Now you "see" me, now you
Litmus paper	MOMs (Milk of Magnesia)	Poem / Song	don't You make me blue
Bromthymol Blue	Bromthymol Yellow	Letter of concern	Youn make me green with envy
Phenol Red	Vinegar	Obituary	You left me Jaundiced
Lugol's Solution	A Potato	Ramson Note	I'll leave you black as night

Morein Gordon, Joyce Kent and Karen Woodworth, 2004

New Rochelle High School

High School Biology RAFT



Know: (See terms below the RAFT)

Understand:

Plants and animals have a symbiotic relationship with photosynthesis and respiration.
Photosynthesis and respiration are essential to human life.

Be Able to Do:

Explain the relationship between photosynthesis in plants and respiration in humans
Explain and connect the equations for photosynthesis and respiration
Explain the nature of human dependence on plants

ROLE	ANTAGONIST	FORMAT	TOPIC
An animal of your choice	A plant of your choice	Song	Why I am grateful to you
Trees & shrubs in the local park	Real Estate Developer	Numbered List	Our needs, why you should care, and what you should do about them
Athlete	Coach	Letter (with sketches, if you'd like)	For better or worse: What plants have to do with my performance this year
High school biology student	3rd Grader	Annotated diagram	What plants have to do with you
Scientist preparing for a Mars mission	Financial backers for the trip	Presentation	Plants—and plant substitutes: The unsung heroes of the mission
A kid	Mom	Conversation	The lettuce is turning yellow! Are we threatening the balance of nature?!

Important Terms: photosynthesis, respiration, carbon dioxide, sunlight, blue light or green light (or other colors), sugar, water, mitochondria, chloroplast, stoma (stomata), lactic acid, aerobic respiration, anaerobic respiration, autotroph, heterotroph, sunny, cloudy, cool, warm, long sunny days, short days, lungs, light energy, food energy

Annette Hanson, Timberline High School, Boise, Idaho

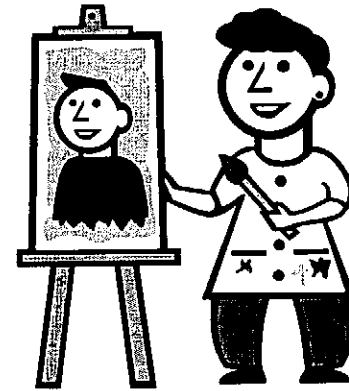
Self Portrait RAFT

High School Art

Students will

Know:

Characteristics of self portrait
Appropriate use of artistic materials
Principles of Design
Definition of artistic expression



Understand:

Each artist has a personal style
Personal style reflects the individual's culture, time,
and personal experiences.
Use of materials and style are related

Be Able to Do:

Analyze an artist's personal style and use of materials
Create a facsimile of an artist's personal style and use
of materials

Self Portrait RAFT

ROLE	AUDIENCE	FORMAT	TOPIC
Norman Rockwell	Masses	Illustration	What you see is what you get!
Van Gogh	Self	Oil Painting	Can I find myself in here?
Andy Warhol	Someone you want to know the true you	Photograph	Now you see me, Now you don't
Rueben	Self	Oil Painting	Props make the person
Goya	School	Charcoal	On the side, But central

Playwright Voice and Style

KNOW:

- Voice, Tone and Style

UNDERSTAND:

- Each playwright has a voice.
- Voice is shaped by life experiences and reflects the writer.
- Voice shapes expression.
- Voice affects communication.
- Voice and style are related.

DO:

- Describe an author's voice and style.
- Mimic a playwright's voice and style.
- Create a piece of writing that reflects a writer's voice and style.

Playwright Voice and Style

ROLE	AUDIENCE	FORMAT	TOPIC
Shakespeare	10 th Graders Today	Soliloquy	My many voices
Henrik Ibsen	Mother	Letter	The role of a woman
Arthur Miller	Himself	Diary entry	How I'm like Willie
Tennessee Williams	Edward Albee	Debate	Loman We're more alike than different

Raft Rubric

4

3

2

1

Accuracy

Information, details in RAFT always accurate and properly reflects information, ideas and themes related to the subject

The information you provide in RAFT is accurate but could use more support

The information you provide in your RAFT has some inaccuracies or omissions

The information you provide in your RAFT is incomplete and/or inaccurate

Perspective

RAFT maintains clear, consistent point of view, tone and ideas relevant to role played; ideas and information always tied to role and audience

You explain how your character would feel about the event(s)

You show little insight into how your character would feel or act during the event(s)

You do not accurately develop your characters thoughts or reactions to the event(s)

<http://olc.spsd.sk.ca/DE/PD/instr/strats/raft/>
Hinrichs/Miller/Leonard
Civ/Lit

Focus	RAFT stays on topic, never drifts from required form or type; details and information are included that are pertinent only to developed purpose.	You spend most of the RAFT discussing issues on topic, but occasionally stray from the focus.	You spend some time discussing issues off topic	Most of your RAFT is spent on issues that do not directly deal with the RAFT you choose
Class Time	You use class time appropriately to research the era and create well-written stories	You seldom need to be reminded to get back on task	You use library and computer time to do work for other classes and or chat with friends or lounge on couches	You treat research time as an open period you can be seen chatting with friends and hanging out on the couches

Mechanics	Essay contains few to no fragments, run-on sentences; rare errors or mechanical mistakes; writing is fluent	Essay contains some fragments, run-ons or other errors; occasional mechanical mistakes; writing generally clear	Essay contains several sentence errors, mechanical mistakes that may interfere with ideas, clarity of ideas in writing	Essay is marred by numerous errors, mechanical mistakes
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A+ 20

A19

A-18

B+17

B16

B-15

C+14

C13

D 12

F 11 and below

MLA Format

Incorrect Format -1

RAFT Planning Sheet

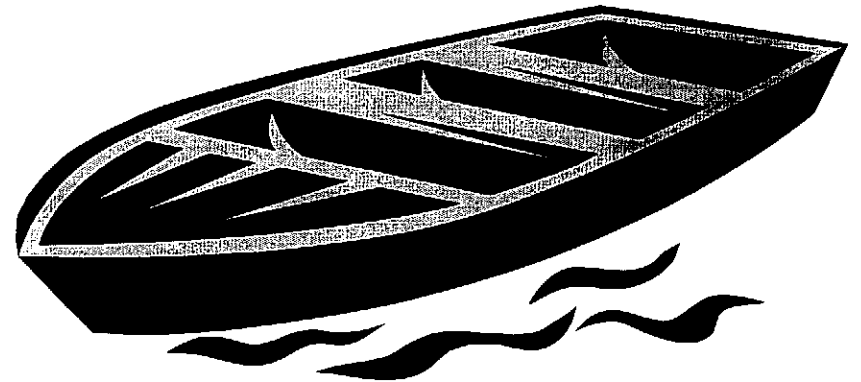
Know

Understand

Do

How to Differentiate:

- Tiered? (See Equalizer)
- Profile? (Differentiate Format)
- Interest? (Keep options equivalent in learning)
- Other?



Role	Audience	Format	Topic

Blackline Master 20:

Checklist for Creating Cubing Project

- ☐ Identify the KUDos—What do you want the student(s) to know, understand, and be able to do as a result of completing the cubing activity?
- ☐ Brainstorm a variety of tasks the student(s) could complete.
- ☐ Eliminate the tasks that will not lead the student(s) to what you want them to know, understand, and be able to do.
- ☐ Choose the best six activities, so there is one for each face of the cube.
- ☐ Decide on a reasonable timeline to complete the task.
- ☐ Determine how the project(s) will be evaluated.
- ☐ Create the cube(s).